**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Third Grade – Module 1**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Third Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* *Standards 3.OA.1, 3.OA.2, and 3.OA.6 are only assessed in Third Grade Module 1.* The remaining standards assessed in this module will be assessed again in Module 3. (See checklist on page 5.)

**Updates**

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.

**Grade 3 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards that are first assessed in Module 1. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 3 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3.OA | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  | X |  |  |  |  |
| 4\* | X |  | X |  |  |  |  |
| 5\* | X |  | X |  |  |  |  |
| 6\* | X |  |  |  |  |  |  |
| 7\* | X |  | X |  |  |  |  |
| 8\* | X |  | X |  |  |  |  |
| 9\* |  |  | X |  |  |  |  |
| 3.NBT | 1 |  | X |  |  |  |  |  |
| 2 |  | X |  |  |  |  |  |
| 3 |  |  | X |  |  |  |  |
| 3.NF | 1\* |  |  |  |  | X |  |  |
| 2a\* |  |  |  |  | X |  |  |
| 2b\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 3.MD | 1\* |  | X |  |  |  |  |  |
| 2\* |  | X |  |  |  |  |  |
| 3 |  |  |  |  |  | X |  |
| 4 |  |  |  |  |  | X | X |
| 5a\* |  |  |  | X |  |  |  |
| 5b\* |  |  |  | X |  |  |  |
| 6\* |  |  |  | X |  |  |  |
| 7a\* |  |  |  | X |  |  |  |
| 7b\* |  |  |  | X |  |  |  |
| 7c\* |  |  |  | X |  |  |  |
| 7d\* |  |  |  | X |  |  |  |
| 8 |  |  |  |  |  |  | X |
| 3.G | 1 |  |  |  |  |  |  | X |
| 2 |  |  |  |  | X |  |  |

**Third Grade Module 1: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Module 1: Mid-Module Assessment** | | | | |
| **Domain** | **Standards** | | | |
| Question | Operations and Algebraic Thinking | 3.OA.1 | 3.OA.2 | 3.OA.5 | 3.OA.6 |
| 1 | 0 1 2 3 | X | X |  | X |
| 2 | 0 1 2 3 | X |  |  |  |
| 3 | 0 1 2 3 | X |  | X |  |
|  | |
| Domain  Score | Operations and Algebraic Thinking |
| Level |  |
| Level 3 | 8-9 points |
| Level 2 | 5-7 points |
| Level 1 | 0-4 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

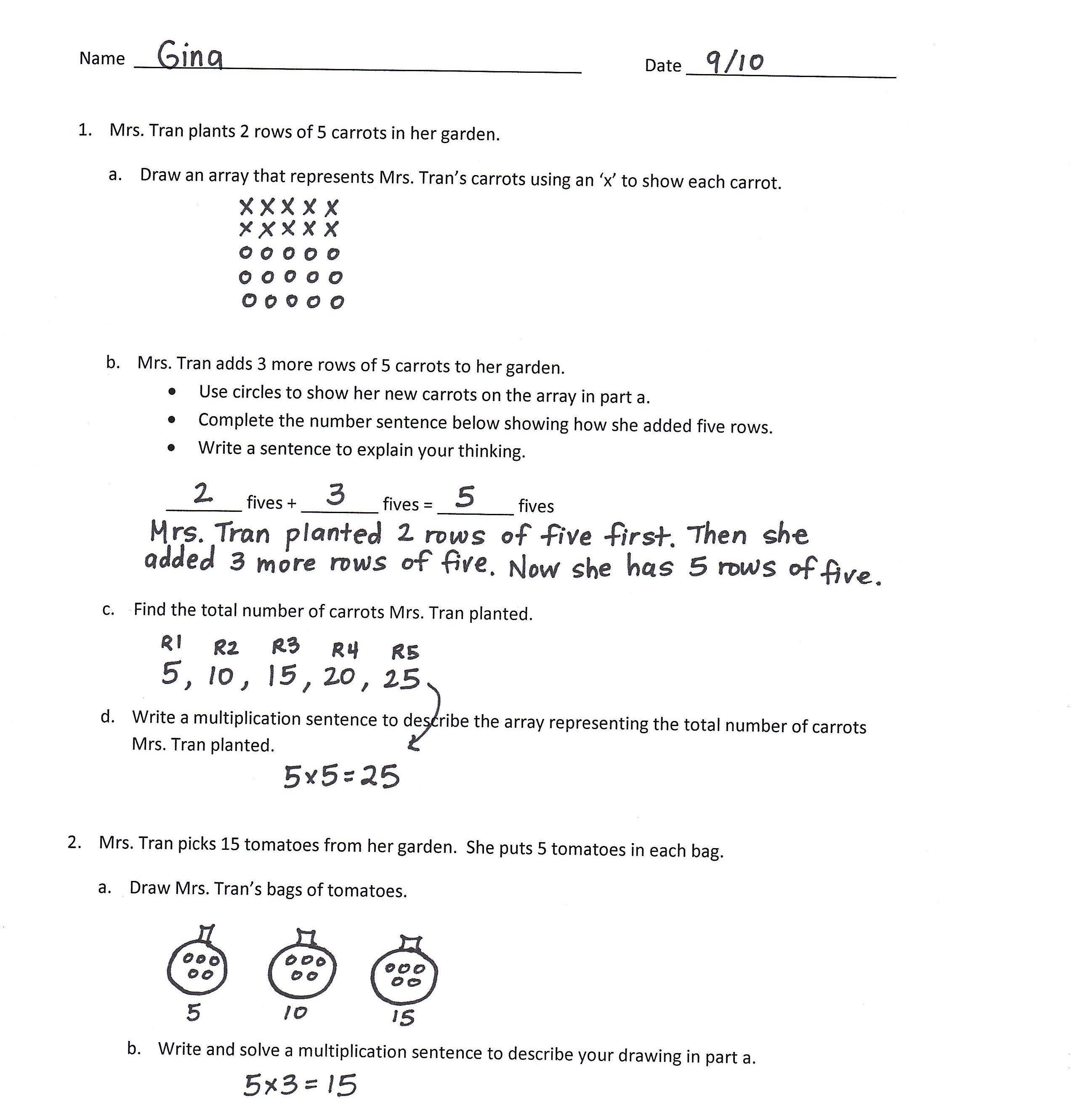
**Third Grade Module 1: Mid-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Third Grade Module 1: Mid-Module Assessment Task (Topics A–C)  Clusters and Standards Addressed |
| Represent and solve problems involving multiplication and division.  3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*  **3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*  **Understand properties of multiplication and the relationship between multiplication and division.**  **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*  **3.OA.6** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* |

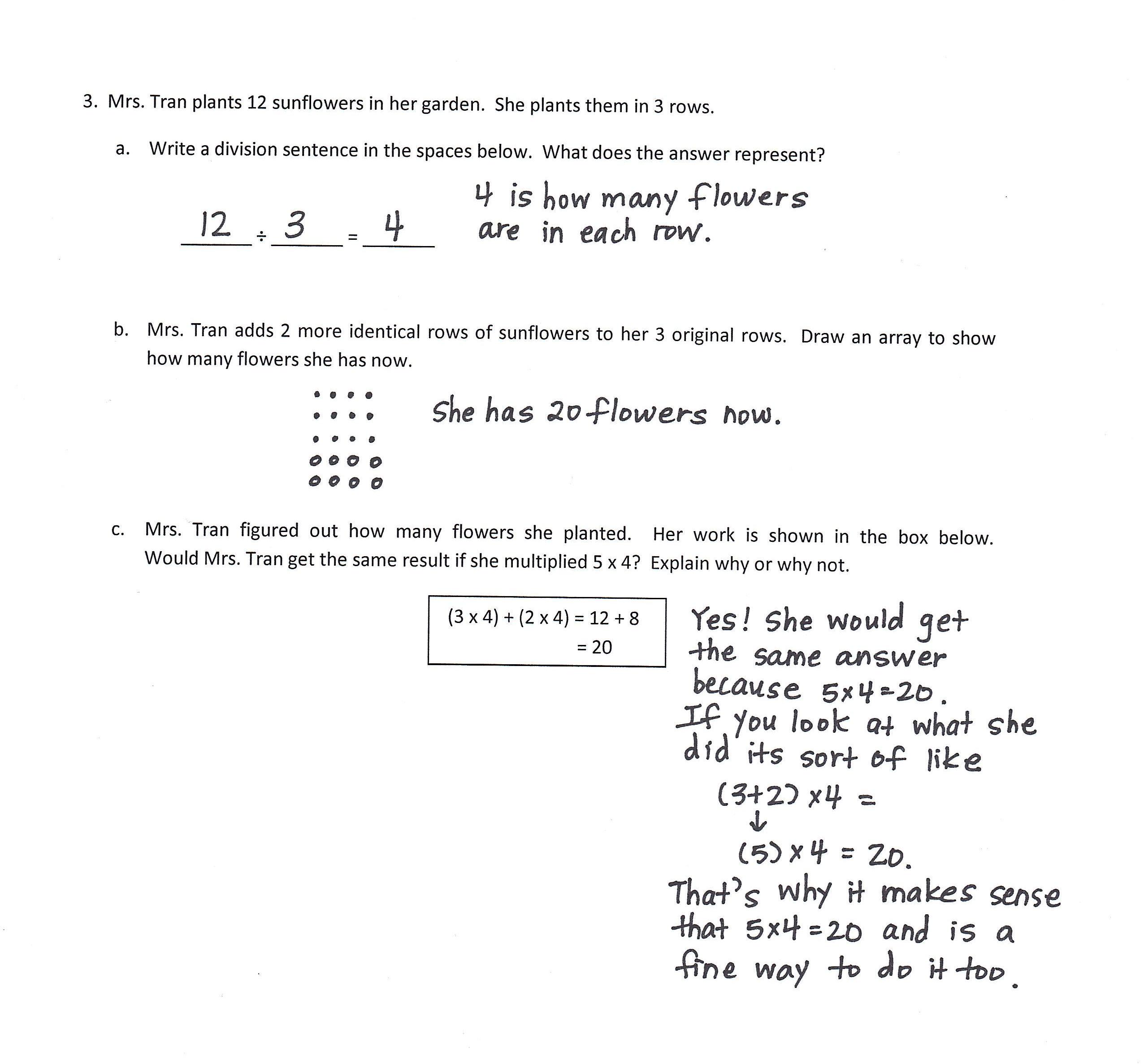
**Third Grade Module 1: Mid-Module Assessment Task Rubric**

| Third Grade Module 1 Mid-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item and Standards Addressed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Point) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Points) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  **3.OA.1**  **3.OA.2**  **3.OA.6** | Student answers at least one question correctly. | Student answers at least two questions correctly. | Student answers at least three questions correctly. Mistakes may include the following:   * Completes the number sentence in Part b incorrectly * Provides inaccurate explanation in Part (b) * Writes a number sentence for Part (d) that describes the original array in Part A (2 x 5 or 5 x 2) | Student answers every question correctly:   * Draws accurate arrays * Accurately completes the number sentence in Part (b) * Provides accurate explanation of the number sentence in Part (b) * Accurately find the total number of carrots * Writes 5 x 5 in Part (d) (may or may not provide solution) |
| **2**  **3.OA.1** | Student is unable to answer either question correctly. The attempt shows the student may not understand the meaning of the questions. | Student may or may not answer one question correctly. Mistakes may include those listed in the box to the right, and/or   * Draws unequal groups   Writes a number sentence using 5, 3, and 15, but a symbol or operation other than multiplication | Student answers at least one question correctly. Mistakes may include one of the following:   * Draws 5 equal groups * Writes 15 as a factor | Student correctly:   * Represents 3 groups, each with a value of 5 * Writes 5 x 3 = 15 or 3 x 5 = 15 |
| **3**  **3.OA.1**  **3.OA.5** | Student is unable to answer any question correctly. The attempt shows the student may not understand the meaning of the questions. | Student answers at least one question correctly. Mistakes may include those listed in the box to the right, and/or   * Mixes up the order of numbers in the division sentence (e.g., 3 ÷ 12 = ?) * Incorrectly identifies what the answer represents in Part A * Inaccurately draws the array | Student answers at least two questions correctly. Mistakes may include:   * Not identifying the distributive property in Part (c) * Explanation may only recognize that 5 x 4 also equals 20 | Student correctly:   * Writes 12 ÷ 3 = 4 * Identifies that the answer represents the number of flowers in each row * Draws an array * Writes an explanation that includes the distributive property (may or may not  use the words *distributive property*) |

**Third Grade Module 1: Mid-Module Assessment Task Key**



**Third Grade Module 1: Mid-Module Assessment Task Key (continued)**



**Third Grade Module 1: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Note: Problem 5 is scored differently since it is a timed assessment of fluency. Students complete as many problems as they can in 2 minutes. Although this page of the assessment contains 40 questions, answering 30 correct within the time limit is considered passing.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: End-of-Module Assessment** | | | | | | | | |
|  | **Domain** | **Standards** | | | | | | | |
| Question | Operations and Algebraic Thinking | 3.OA.1 | 3.OA.2 | 3.OA.3 | 3.OA.4 | 3.OA.5 | 3.OA.6 | 3.OA.7 | 3.OA.8 |
| 1 | 0 1 2 3 |  | X | X | X |  |  | X |  |
| 2 | 0 1 2 3 |  | X | X |  | X |  |  |  |
| 3 | 0 1 2 3 | X |  | X |  | X |  |  |  |
| 4 | 0 1 2 3 | X | X | X |  |  | X |  | X |
| 5 | 0 1 2 3 |  |  |  |  |  |  | X |  |
|  | | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | | |
| Domain  Score | Operations and Algebraic Thinking |
| Level |  |
| Level 3 | 13-15 points |
| Level 2 | 8-12 points |
| Level 1 | 0-7 points |

Notes:

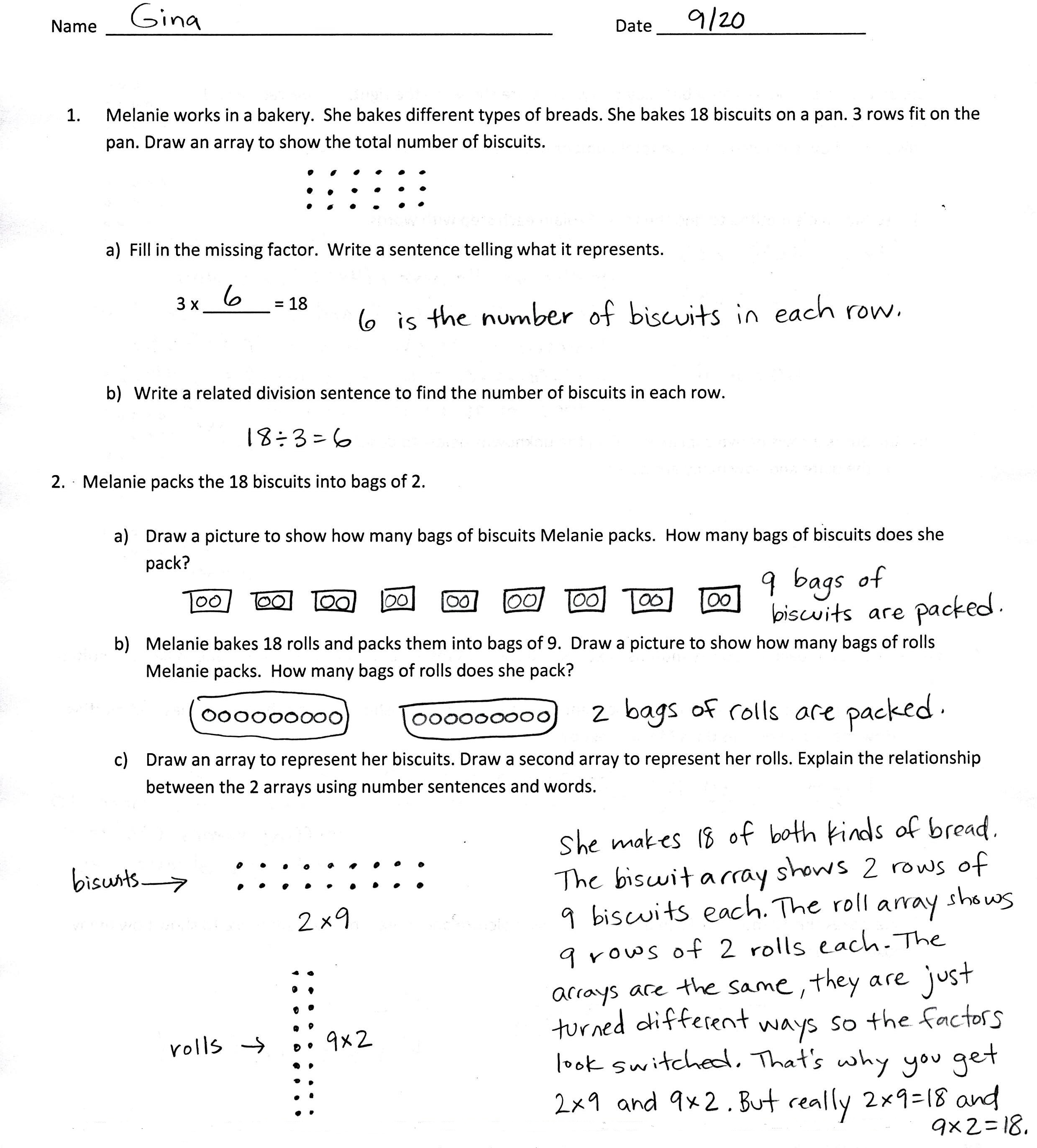
|  |
| --- |
| Third Grade Module 1: End-of-Module Assessment Task  Clusters and Standards Addressed |
| 3.OA.A Represent and solve problems involving multiplication and division.  3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*  **3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*  **3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 2.)  **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = \_ ÷ 3, 6 × 6 = ?*  **3.OA.B Understand properties of multiplication and the relationship between multiplication and division.**  **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*  **3.OA.6** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*  **3.OA.C Multiply and divide within 100.**  **3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.  **3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.**  **3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using the mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.) |

**Third Grade Module 1: End-of-Module Assessment Task Score Sheet (continued)**

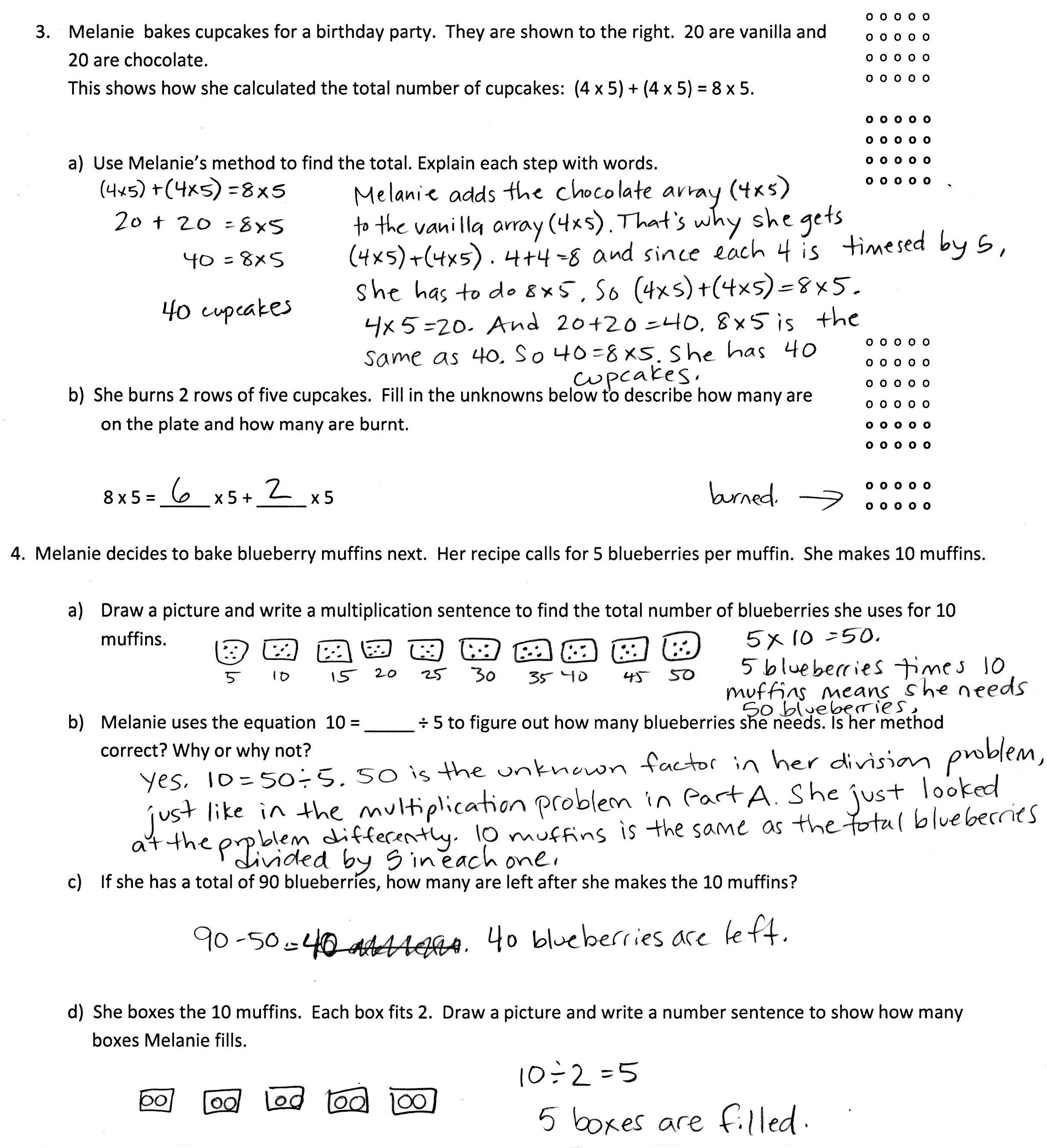
**Third Grade Module 1: End-of-Module Assessment Task Rubric**

| Third Grade Module 1 End-of-Module: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item and Standards Addressed | Step 0  Little evidence of reasoning without a correct answer.  (0 Points) | Step 1  Evidence of some reasoning without a correct answer.  (1 Point) | Step 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Step 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  **3.OA.2**  **3.OA.3**  **3.OA.4**  **3.OA.7** | Student is unable to answer any question correctly. The attempt shows the student may not understand the meaning of the questions. | Student answers at least one question correctly. Mistakes may include those listed in the box to the right, and/or   * Writes the incorrect factor in the multiplication sentence * Does not show understanding of the meaning of the unknown factor * Writes an incorrect division sentence | Student answers at least two questions correctly. Mistakes may include the following:   * Incorrectly writes in the missing factor, but understands that it represents the number of cookies in each row * Places the numbers incorrectly in the division sentence | Student correctly:  **(1)** Draws an array  a. **(2)** Fills in the missing factor (6)  **(3)** Tells what the missing factor (6) represents  **(4)** Writes a related division sentence (18 ÷ 3 = 6) |
| **2 \***  **3.OA.2**  **3.OA.3**  **3.OA.5** | Student is unable to answer any question correctly. | Student answers **1-2** parts correctly. Mistakes may include those listed in the box to the right, and/or:   * Draws incorrect pictures of the number of bags of chocolate chip cookies and sugar cookies * Attempts to draw the 2 arrays, but inaccurately explains the relationship between them | Student answers **3-4** parts correctly. Mistakes may include the following:   * Incorrectly calculates the number of bags either in Part (a) or Part (b) * Draws the arrays correctly but explanation includes some inaccuracies | Student **answers 5-6** of the six parts correctly:  a. **(1)** draws a picture to show bags of biscuits  **(2)** Writes 9 bags of biscuits are packed.  b. **(3)** draws picture to show bags of rolls  **(4)** Writes 2 bags of rolls  c. **(5)** Draws a 2x9 array and a 9 x 2 array.  **(6)** Provides an accurate explanation of the commutative property |
| **3**  **3.OA.1**  **3.OA.3**  **3.OA.5** | Student is unable to answer either question correctly. The attempt shows the student may not understand the meaning of the questions. | Student attempts to answer the questions. Mistakes may include those listed in the box to the right, and/or   * Finds the incorrect total number of cupcakes * Unable to explain Melanie’s method * Incorrectly fills in the equation in Part (b) | Student answers at least one question correctly. Mistakes may include the following:  **(continued)**   * Finds the total number of cupcakes but explanation in Part (a) includes some inaccuracies * Incorrectly fills in the unknowns in Part (b) | Student correctly:  a. **(1)** Explains each step of Melanie’s method in words  **(2)** Calculates the total number of cupcakes as 40.  b. **(3)** Correctly fills in the unknowns in |
| **need to update from rubric** |  |  |  |  |
| **4 \***  3.OA.1  3.OA.2  3.OA.**3**  **3.OA.6**  **3.OA.8** | Student is unable to answer any parts correctly. | Student correctly answers **1-2** of the parts. | Student correctly answers **3-4** of the parts. | The student correctly answers **5-6** of the 6 parts:  a. **(1)** Draws picture representing 5 x 10  **(2)** writes 5 x 10 = 50  b. **(3)** Clearly understands division as an unknown factor problem  c. **(4)** Calculates the correct number of blueberries remaining  d. **(5)** draws a picture showing 2 muffins in each of 5 boxes  **(6)** writes 10/2 = 5 |
| **5**  3.OA.7 | Use the attached sample work to correct students’ answers on the fluency page of the assessment.  3: 30 – 40 correct  2: 15 - 29  1: 5 - 14  0: 0 - 4  **Students who answer 30 or more questions correctly within the allotted time “pass” this portion of the assessment.**  They are ready to move on to the more complicated fluency page given with the Module 2 End-of-Module Assessment. For students who do not pass, you may choose to re-administer this fluency page with each subsequent end-of-module assessment until they are successful.  Analyze the mistakes students make on this assessment to further guide your fluency instruction. Possible questions to ask as you analyze are:   * Did this student struggle with multiplication, division, or both? * Did this student struggle with a particular factor? * Did the student consistently miss problems with the unknown in a particular position? | | | |

**Third Grade Module 1: End-of-Module Assessment Task Key**



**Third Grade Module 1: End-of-Module Assessment Task Key (continued)**



**Third Grade Module 1: End-of-Module Assessment Task Key (continued)**

